

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation Fort Wayne Community Schools ("FWCS") Number 0235

School Name Wayne High School ("Wayne")

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
-

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) *With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-Poverty, High-Performing Schools."*
- 2) *Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.*
- 3) *Complete a root cause analysis of the findings - the underlying reason for the finding.*
- 4) *Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, principal and school needs.*

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did not meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

<i>Student groups not meeting AYP (list groups below)</i>	<i>% of this group not meeting AYP</i>	<i># of students in this group not meeting AYP</i>	<i>How severe is this group's failure? (high, medium, low)</i>	<i>How unique are the learning needs of this group? (high, medium, low)</i>
---	--	--	--	---

English/Language Arts

Black	72%	66 out of 92 students	High – Not made AYP for 4 of 7 years, other years made AYP by Safe Harbor – losing nearly $\frac{3}{4}$ of students in the subgroup	High – Curriculum and instruction are not differentiated to meet the needs of a significant percentage of this subgroup.
Free Lunch	60%	85 out of 142 students	High – Not made AYP for 5 of 7 years for more than half of the students	High –The data provides evidence of substantial and ongoing curriculum and instruction gaps. However, the four year graduation rate trend shows substantial improvement for all subgroups.

Mathematics

Overall	56%	120 out of 216 students	High – Not made AYP for 3 of 7 years, other years made AYP by Safe Harbor – losing more than half of the aggregate of students	High –The data evidences significant gaps in the delivery of content and instruction for an increasing percentage of students.
Black	75%	69 out of 92 students	High – Not made AYP for 4 of 7 years, other years made AYP by Safe Harbor - losing $\frac{3}{4}$ of students in the subgroup	High – Curriculum and instruction are not differentiated to meet the needs of a significant percentage of this subgroup.

Free Lunch	61%	86 out of 142 students	High – Not made AYP for 4 of 7 years, made AYP through Safe Harbor for other years - losing more than half of the aggregate of students	High –The data evidences significant gaps in the delivery of content and instruction for most students. However, the four year graduation rate trend shows substantial improvement for all subgroups.
------------	-----	------------------------	---	---

<i>What are the key findings from student data that correspond to changes needed in curriculum, instruction, assessment, PD and school leadership?</i>	<i>What is at the “root” of the findings? What is the underlying cause?</i>
<p>The 08-09 achievement data reflects instruction provided through previous years up to and including the 07-08 academic year. The data indicates multiple years of students in multiple subgroups not making AYP, resulting in a history of not making AYP for six of the last seven years. In 2004 when Wayne made AYP, 6 of 10 of the academic subgroups made it through Safe Harbor. The data indicate nearly 60% of the overall student population and as many as 75% of Black students do not meet standards on state assessments; therefore the data suggest curriculum and instruction are not differentiated to meet student needs and assessment data does not inform instructional decisions.</p> <p>Additionally, PL221 cohort data reflecting the period from 2004-05 to 2007-08 indicates:</p> <ul style="list-style-type: none"> ○ -3.9% improvement data and 40.2% performance data for 2005 ○ -6.0% improvement data and 40.8% performance data for 2006 ○ -6.7% improvement data and 38.7% performance data for 2007 ○ 2.6% improvement data and 42.2% performance date for 2008. <p>While 07-08 data was positive, the fact remains, using PL221 criteria nearly 60% of students were not successful on state assessments.</p>	<p>NOTE: All certified staff from Wayne were surplus at the end of the 2009-10 school year. All personnel, including classified, from Wayne had the opportunity to apply for positions at Wayne, however new Job Descriptions, expectations, and signed letters of commitment resulted in less that 50% rehired. The hiring requirements for staff at Wayne are outside the Master Contract and includes the elimination of seniority rights and placement of teachers – a significant change in business as usual. When qualified teachers are not found within the pool of applicants the positions will be open to teachers outside of FWCS. No teacher will be placed at Wayne.</p> <p>Achievement data required for this document reflect instruction provided under building and district academic leadership that is no longer employed by the FWCS school corporation.</p> <p>Since the trend data for AYP and PL221 suggest low performance across multiple years and multiple subgroups, the root cause of the low performance must be linked to a substantial disconnect or lack of alignment among curriculum, instruction, and assessment.</p> <p>Additionally, with the increase in enrollment for 2010-11, students (except for students at New Tech at Wayne) will have limited access to technology as a tool for research, writing, and problem-solving. The technology limitations contribute to the curriculum, instruction and assessment disconnect.</p>

Student Leading Indicators

► Instructions:

- 1) Using school, student and teacher data, complete the table below; 2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column; 3) Review the data and develop several key findings on the next page.

	2007-2008		2008-2009	
1. Number of minutes within the school year that students are to attend school:	71,100		71,100	
2. Dropout rate (4 year cohort)	10.8%		5.3%	
○ Graduation Rate				
○ Overall	76.8%		78.3%	
○ Free/Reduced	66.1%		74.3%	
○ Special Education	58.5%		53.2%	
○ Black	69.1%		75.9%	
○ White	83.6%		83.6%	
3. Student attendance rate	93.2%		93.7%	
○ Black	93.4%		93.2%	
○ Hispanic	91%		93.6%	
○ White	93.7%		94.1%	
○ Multi-racial	90.7%		92.7%	
4. Number and percentage of students completing advanced coursework enrollment (00) (09-10 Projected below)	(52/970)	5%	(79/976)	8%
○ Black (21/94) 22%	(12/52)	23%	(13/79)	16%
○ Asian (2/94) 2%		N/A		N/A
○ Hispanic (13/94) 14%	(4/52)	8%	(11/79)	14%
○ White (55/94) 59%	(36/52)	69%	(54/79)	68%
○ Multi-racial (1/94) 1%		N/A	(1/79)	1%
○ Native American (2/94) 2%		N/A		N/A
5. Discipline incidents reported as referrals per student with enrollment (00)	(765)	7.07	(755)	9.03
○ Black	(314)	16.15	(328)	13.66
○ Asian	(6)	6.67	(7)	7.86
○ Hispanic	(73)	7.88	(71)	2.96
○ White	(348)	5.31	(318)	5.38
○ Multi-Racial	(20)	15.55	(25)	9.20
○ Native American	(4)	0	(6)	0
○ Free/Reduced Meals	(510)	12.35	(569)	10.21
○ Full Pay Meals	(255)	6.07	(186)	5.41
○ LEP	(4)	5.0	(8)	1.63
○ Special Education	(196)	13.98	(191)	13.10
6. Truants reported as percentage of total student days				
○ Black	3.8%		3.0%	
○ Asian	1.5%		2.5%	
○ Hispanic	5.6%		2.5%	
○ White	3.2%		2.3%	

○ Multi-Racial	5.9%	3.5%
○ Native American	2.1%	1.8%
○ Free Meals	4.2%	3.0%
○ Full Pay Meals	2.9%	2.0%
○ LEP	4.0%	1.2%
○ Special Education	4.0%	2.8%
7. Distribution of teachers by performance level on FWCS teacher evaluation system – evaluated during designated years – reported as number of teachers		
○ Teacher recommended for continued contract	16	24
○ Includes teacher removed from probation	0	3
○ Teacher continued on probation	7	2
○ Did not recommend continued contract	0	2
○ Teacher recommended for termination	1	0
8. Teacher attendance rate	90.0%	93.2%

<i>What are key findings or summaries from the student leading indicator data?</i>	<i>What is at the “root” of the findings? What is the underlying cause?</i>
<p>1. For 2010-11 instructional time of 76,500 minutes, an increase of 5,400 minutes through the change to a seven period day (increase of 7.6%) This is an increase of 5,400 minutes for all students.</p> <p>An extended day for 2010 of one 55 minute class period, for an 8 period day for all students identified as at-risk of failing (any students entering grade nine with a DNP on ISTEP at grade 8 as well as any students that did not pass the required ECA at grade 9 or 10) as well as students desiring additional credits will result in an additional 9,900 minutes providing an additional increase in instructional time of 14%. The total with the new schedule and extended day is equivalent to an additional 39 instructional days.</p> <p>2. From 07-08 to 08-09, the drop out rate has decreased and the graduation rate continues to increase for all subgroups except Special Education.</p> <p>3. Student attendance continues to improve from 04-05 at 91.9% to 08-09 at 93.7%. New Tech at Wayne students had attendance rates of 96.25% compared to the rest of Wayne’s attendance rate of 93.6%.</p> <p>4. Data on advanced course work is consistent, however, SAT data for four years indicates the</p>	<p>The underlying cause of the improvement in the dropout rate, graduation rate, student attendance rate, decrease in the percentage of students truant and improvement in teacher attendance from 2007-08 to 2008-09 can be traced to the change in building leadership that took place at the beginning of 2008-09.</p> <p>The increase in overall discipline referrals per student for the 2008-09 school year suggests a clear and consistent focus on levels of behavior that are acceptable. The 2008-09 – 2009-10 administrative team has focused on creating consistency for students and staff.</p> <p>Additionally, for 2009-10, New Tech at Wayne beginning with the class of 12-13 has more than 90 freshmen participating. The program will expand to the sophomore class in 10-11, the junior class in 11-12 and senior class in 12-13.</p> <p>Per the Transformation Model, all Wayne staff will be considered surplus at the end of the 2009-10 school year. Certificated staff vacancies will be filled as vacancies outside the Master Contract following the process in the Memorandum of Agreement between FWCS and the Fort Wayne Education Association (“FWEA”) eliminating seniority and placement rights – a substantial change from business as</p>

<p>number of African American students participating in the SAT increased from 101 students to 123 students while reading and math scores for this subgroup declined during the same time, however, data for Hispanic students indicated participation went from 23 students to 33 students over four years with an increase in the reading score from 373 to 430 and an increase in the math score from 363 to 496.</p> <p>5. The data suggests overall discipline referrals per student have increased. Discipline data indicates New Tech at Wayne students had .11 events per student with 89.53% of students having no discipline referrals compared to the rest of Wayne High School with 6.09 discipline events per students with 34.4% of students having no discipline referrals.</p> <p>6. For 07-08 to 08-09 there has been a decrease in the percentage of students truant for every subgroup.</p> <p>7. Teacher evaluation data reflects most teachers were recommended for continued employment.</p> <p>8. Teacher attendance improved substantially.</p>	<p>usual.</p> <p>Early data, (New Tech at Wayne has been in existence for just school year 2009-10) suggests New Tech at Wayne is having a positive impact on student data. New Tech High Schools are innovative public high schools centered on project-based learning; a strong culture of trust, respect and responsibility; and the use of integrated technology (classrooms have 1:1 computing ratio). Students are engaged through rigorous projects that are aligned to state standards, but also designed to develop 21st Century skills that will create collaborative, critical thinkers who will excel in college, careers and life.</p>
---	--

Worksheet #2: Self-Assessment of Practices High-Performing Schools – data reflects 2009-10 school year

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
<ol style="list-style-type: none"> 1. <i>Spends most of the time managing the school.</i> 2. <i>Is rarely in the classrooms.</i> 3. <i>Is not knowledgeable about English/ language arts or mathematics instruction.</i> 4. <i>Serves as lone leader of the school</i> 5. <i>Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</i> 	<p>The principal who led the school prior to the implementation of the 2008-09 system for improvement is no longer employed by FWCS. The following data reflects a changing school under new leadership for 2008-09 as indicated by the checks and arrows, which indicates growth.</p>				<ol style="list-style-type: none"> 1. <i>Spends great deal of time in classrooms.</i> 2. <i>Conducts frequent walk-throughs.</i> 3. <i>Knows E/LA and mathematics instruction well and is able to assist teachers.</i> 4. <i>Utilizes various forms of leadership teams and fosters teachers' development as leaders.</i> 5. <i>Is not bound by seniority rules in hiring and placement of teachers.</i>
Instruction	1	2	3	4	Instruction
<ol style="list-style-type: none"> 1. <i>Is primarily lecture-style and teacher-centered.</i> 2. <i>Places the same cognitive demands on all learners (no differentiation).</i> 3. <i>Is primarily textbook-oriented.</i> 4. <i>Does not include technology.</i> 5. <i>Works alone, rarely meeting in or across grade-level teams to discuss and improve.</i> 6. <i>Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</i> 7. <i>Instruction is not increased to allow for more student learning time.</i> 	<input checked="" type="checkbox"/> ⇒	<input checked="" type="checkbox"/>			<ol style="list-style-type: none"> 1. <i>Includes a variety of methods that are student-centered.</i> 2. <i>Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).</i> 3. <i>Uses multiple sources beyond textbooks.</i> 4. <i>Includes frequent use of technology.</i> 5. <i>Works in teams, discussing student learning and instructional ideas.</i> 6. <i>Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</i> 7. <i>Schedules and strategies provide for increased student learning time.</i>

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	 <input checked="" type="checkbox"/> ⇒	<input checked="" type="checkbox"/> ⇒ <input checked="" type="checkbox"/> ⇒ <input checked="" type="checkbox"/> ⇒ <input checked="" type="checkbox"/> ⇒			1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.	<input checked="" type="checkbox"/> ⇒ <input checked="" type="checkbox"/> ⇒ <input checked="" type="checkbox"/> ⇒				1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work.
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	<input checked="" type="checkbox"/> ⇒	 <input checked="" type="checkbox"/> ⇒	 <input checked="" type="checkbox"/> ⇒ <input checked="" type="checkbox"/> ⇒		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports.		<input checked="" type="checkbox"/> ⇒			1. Provides social/emotional supports from school/community organizations.

2. Does not ensure a safe school and community environment for children.			<input checked="" type="checkbox"/>		2. Creates a safe learning environment within the school and within the community.
3. Does not include advisory periods	<input checked="" type="checkbox"/>				3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		<input checked="" type="checkbox"/>			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.	<input checked="" type="checkbox"/> ⇒				2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.		<input checked="" type="checkbox"/>			3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.		<input checked="" type="checkbox"/>			4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		<input checked="" type="checkbox"/>			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	What is at the "root" of the findings? What is the underlying cause?
<p>Instruction: data suggest teachers (outside of New Tech) are just becoming cognizant and responsive to individual student needs.</p> <p>Curriculum: data suggest teachers' use of the FWCS Master Maps to guide instruction is limited.</p> <p>Data-Formative Assessments: data suggest few teachers are beginning to use formative assessments and other data to inform instruction.</p> <p>Parents, Family, Community: data suggest Wayne is safe but there is no student advisory system.</p> <p>Cultural Competency: data suggest staff members are increasing awareness and growing in understanding of the diverse needs of the students at Wayne.</p>	<p>The growth with instruction, curriculum, data, families, and cultural competency from 2007-08 to 2008-09 can be traced to the change in building leadership that took place at the beginning of 2008-09.</p> <p>Except for New Tech at Wayne, limited access to technology impacts student opportunities to practice 21st Century Skills such as collaboration, communication, and critical thinking, and create high-quality, authentic products and presentations as well as limiting teacher access to Curriculum Maps and tools for differentiating instruction unless the teachers and students participate in New Tech.</p>

Transformation Model
Required Elements
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

Permissible Elements
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – a) increase rigor , b) summer transition programs; freshman academies; c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected Transformation Model

- (1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.

Develop Teacher and Leader Effectiveness:

1. This FWCS budget shortfall has necessitated the closing of Elmhurst High School. Approximately 400 current Elmhurst 9th – 11th grade students will continue their high school experience at Wayne. Additionally, the New Tech at Wayne program will expand from ninth to tenth grade for 2010-11. With these substantial changes, the enrollment will grow from the current 1004 to more than 1500. There will be new building leadership and substantial changes in all personnel beginning in 2010-11.
2. The data indicated nearly every certificated staff member continued in employment regardless of student growth prior to school year 2010-11. A rigorous, transparent, and equitable evaluation system using student growth data, multiple assessments, and increased graduation rates is currently being negotiated with FWEA with the structure for the system scheduled to be in place for January 2011 with implementation in August 2011. The three year commitment letter all employees will sign references the new evaluation system. The evaluation system for principals involves the Fort Wayne Administrative and Professional Association leaders and relies on the IDOE Principal Evaluation system. The principal for the general student population at Wayne High School will have until the end of October 2010 to provide documentation of improved skills with building leadership, data analysis, and support for improved student achievement. The evaluation for teachers included the designations of effective and highly effective teachers with provisions for support for teachers not making improvement in year one and dismissal procedures when no improvement has been achieved after substantial support.
3. In recognition of additional responsibilities and time expectations for teachers, including additional collaboration among staff and work with students and parents expected to be several hours per week, there will be a stipend of \$1,500 annually for improved student achievement (as detailed on the growth model to be designed as part of this grant) in all subgroups resulting in more than a fifty percent reduction in the number of subgroup cells not making AYP. In addition, each certified staff completing the three year commitment in conjunction with decreasing by 20% the percentage of students not making AYP will receive a lump sum payment of \$3,000. The annual evaluation system includes a process to remove staff members who, after opportunities have been provided to improve, have not.
4. The data indicated a substantial disconnect among curriculum, instruction, and assessment activities. The daily, weekly, and yearly schedule for staff includes ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and is designed with school staff. Working with teachers and administrators to design the

professional development will be the new Data Coach (following the FWCS Data System to Support Instruction developed during 2009-10), the new Literacy Coach and new Math/Science Coach (both working directly with certified staff providing training, coaching, observation, and feedback), the Wayne Curriculum/Instruction Project Director, the FWCS Transformation Specialist, and Area Administrator D. Faye Robbins, Esq. This team approach ensures the FWCS Triple P process frames the work. The goal for Wayne is two-fold: 1) improve student achievement for all students including subgroups not making AYP by Educating All Students to High Standards; and 2) provide a sustainable model for improving student achievement for Wayne as well as the remaining four high schools in FWCS. At the end of two years the goal is Wayne High School will be at Academic Progress or Grade B on the PL221 schedule.

Multiple approaches to job embedded professional development built into the weekly scheduled collaboration time within the contract for all staff are part of the effort to align curriculum, instruction, and assessment. One facet of professional development is to facilitate just-in-time feedback from instructional coaches for teachers. Two licensed permanent building based substitutes who know the building routines and procedures will be available every day to step seamlessly into classrooms while teachers are involved in short instructional feedback opportunities. This procedure will be especially helpful in working with staff members needed additional opportunities to improve as part of the annual teacher evaluation system.

One additional professional growth opportunity in year one will be attendance by the Wayne Leadership Team at the ASCD Closing the Learning Gap Once and For All conference in Chicago, Illinois, in October 2010. The national conference is close enough that the school based leadership team will be able to drive. The focus of the Pre-Conference Institute is Classroom Assessment and Grading: Making Standards Useful with Robert Marzano. This conference is an appropriate next step for the Leadership Team. Area Administrator D. Faye Robbins, Esq. will attend the conference with the principal, Data Coach, Literacy Coach, Math/Science Coach, two Lead Teachers, and the Curriculum and Instruction Project Director. As the conference extends through the weekend, and the two classroom Lead Teachers attending the conference will have class coverage with the permanent substitutes the impact on instructional time is limited.

Additional professional development will be offered in the summers of 2011 and 2012. This summer professional development will be data driven based on staff needs and will total 36 hours per teacher for a total of \$900 per year for years two and three.

5. Finally, besides the \$1,500 annual incentive and \$3,000 incentive at the end of the three year teachers (English, Math, Science, Advanced Placement, Art, Music, and Special Education) and students will have an opportunity to start the day one hour later and end the day one hour later, or students may choose to take an 8 period day and these teachers may choose to teach the additional hour per day (at the regular contract hourly rate.) Teachers will also have the opportunity to serve as Lead Teachers and will have the career growth opportunity of becoming an instructional coach (e.g. Data Coach, Literacy Coach, Math/Science Coach). The extended day will be required for students considered at risk: these students are identified as students not passing ISTEP in grade eight and students not passing the ECAs. These students will have individual academic plans completed prior to the start of the 2010-

11 school year. The Pyramid for Success™ Team will be responsible for completing these plans (five teachers, the principal, New Tech Director, Assistant Principal, Literacy Coach, Math/Science Coach, Wayne Curriculum/Instruction Project Director, Data Coach, and the Transformation Specialist. Teachers and Coaches will be paid for five hours of additional time at the curriculum development rate.

Increasing Learning Time and Creating Community-Oriented Schools:

1. In order to better meet the needs of a diverse student population (indicated through the data analysis) learning time will be increased for students in two ways. First, the new schedule for 2010-11 increases student time from 71,100 minutes per year to 76,500 minutes per year. Additionally the one 55 minute credit producing class period added at the end of the school day adds 9,900 minutes per year, essentially both schedule changes add the equivalent of nearly 39 regular instructional days to the school year.

The New Tech at Wayne program will be substantially expanded in two ways: the addition of grade ten and the addition of more than 500 students from the closing of Elmhurst High School. Utilizing Project Based Learning (PBL), a foundation of New Tech, students complete an extended process of inquiry in response to a complex question, problem or challenge. While allowing for some degree of student ‘voice and choice’, rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills such as collaboration, communication, and critical thinking, and create high-quality, authentic products and presentations. These opportunities will help ensure improved student achievement for struggling students as well as enrichment learning opportunities for high ability students including AP courses.

The extended day class period will be part of FWCS Pyramid for Success™ at Wayne and will include English, mathematics, and science courses for identified students and enrichment and AP courses for high ability students and students wanting additional course credits. The extended day will include art and music. The addition of art and music project based activities will extend opportunities for all students including students unable to include art and music during the regular school day. Finally, a Special Education teacher and ELL teacher will be included in the extended day to provide equity of access to learning opportunities for all students. This extended school day will include a minimum of 25 teachers.

2. Through the extended school day meetings will be required for the adult care giver for identified at risk students. These meetings will provide families with the tools and training to support academic learning. Several community agencies will assist with these meetings and will be supported by Dr. Charles Green and Dr. C. Todd Cummings of FWCS.

Comprehensive Instructional Reform Strategies

1. New Tech at Wayne, started in 2009-10 (therefore current academic data is not available to access program impact), is a research-based, vertically aligned instructional program and meets the requirements from the InDOE for Transformation schools. New Tech High Schools are innovative public high schools centered on project-based learning; a strong culture of trust, respect and responsibility; and the use of integrated technology (classrooms have 1:1 computing ratio). Students are engaged through rigorous projects that are aligned to state standards, but also designed to develop 21st Century skills that will create collaborative,

critical thinkers who will excel in college, careers and life. New Tech will be aligned with the new, fall 2010, Indiana's Common Core Standards. New Tech meets the guidelines for the Transformation Model. The program expands each year by adding subsequent grade levels. For 2009-10, the program had more than 90 students, with a full four year program implementation completed for 2012-13.

While academic data will not be available until after June 15, as of May 27, 2010, New Tech at Wayne students had attendance rates of 96.25% compared to the rest of Wayne High School attendance rate of 93.6%. Additionally, discipline data indicates New Tech at Wayne students had .11 events per student with 89.53% of New Tech students having no discipline referrals compared to the rest of Wayne with 6.09 discipline events per students with 34.4% of students having no discipline referrals.

With the closing of Elmhurst High School, and the expected enrollment increase of more than 500 students, Wayne will have more than 1,000 students not participating in New Tech. For these students a research-based, vertically aligned program (including Indiana's Common Core Standards) will include increased learning opportunities through appropriate use of technology and extended day. This program will be implemented under the guidance of the Wayne Leadership Team including Transformation Specialist, Dr. Ardys Morgan of The School Improvement Partnership, Inc. working directly with Superintendent, Dr. Wendy Robinson in conjunction with Area Administrator D. Faye Robbins, Esq.; Principal (designee) Thomas Smith; Director of New Tech at Wayne, Elizabeth Bryan; and the Wayne Instructional Coaches, Lead Teachers and the Curriculum/Instruction Project Director (external consultant, not yet hired, reports to Area Administrator and Transformation Specialist).

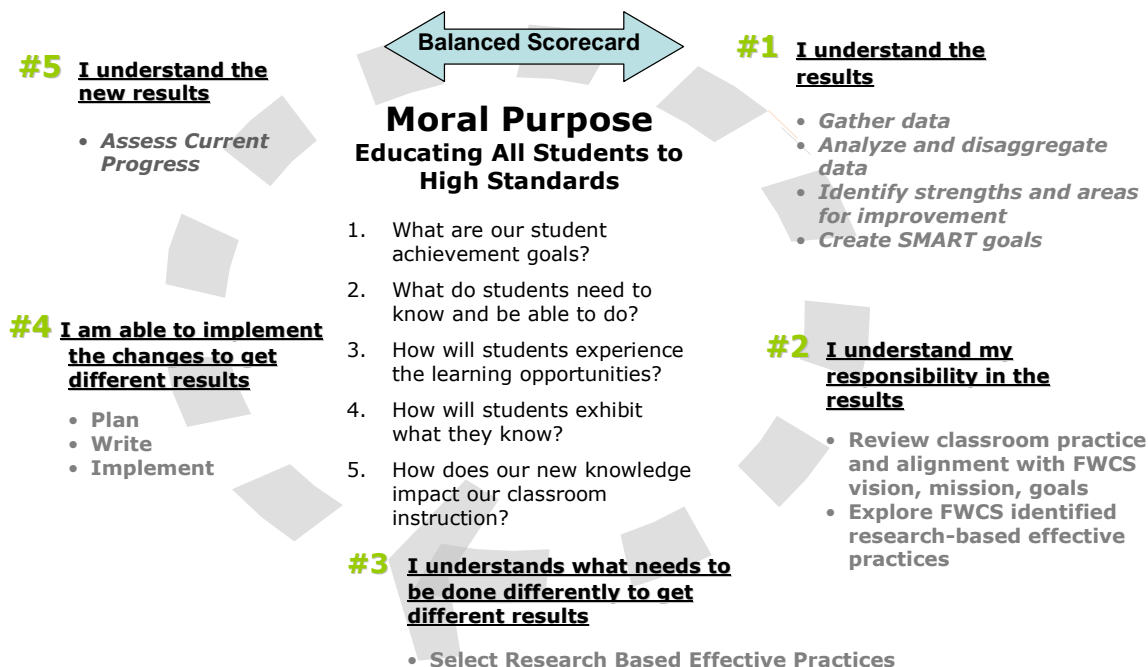
2. The findings from the data analysis suggest data does not inform instructional decisions nor is data widely used by classroom teachers to differentiate instruction. To address this issue FWCS developed in 2009-10 an Early Identification System to identify schools, grade levels, and classrooms in need of support to improve student achievement in order to appropriately allocate support resources.

This Early Identification System, developed 2009-10, has become the FWCS four step Data System to Support Instruction including: Report 1: State Accountability Indicators; Report 2: Expectations and Instruction; Report 3: Culture, Climate and Learning Environment – all of these reports provide data with a school view including drill down to grades, class, subgroups, teachers. Finally, Report 4: Equity of Opportunity Report – Superintendent's View provides the district view with drill down to areas and schools. This system provides the framework for the continuous use of student data to inform and differentiate instruction and provides information in the following categories: value added, diversity, ability to compete globally, program alignment with Indiana's Academic Standards, cohort growth data, moral purpose to educate all students to high standards, precision, personalization, and professional learning. The specifications for this system are available from Dr. Wendy Robinson, Superintendent.

The Early Identification System, along with the Five Guiding Questions, and the Data Informed Decision Making Matrix provide the framework for data analysis. The FWCS Improvement Approach with the Five Guiding Questions has become the foundation for the School Improvement Planning process and is detailed as follows:

FWCS Improvement Approach

School Board Goals & District BSC



In conjunction with the FWCS Improvement Approach, the new principal will have support in improving student achievement through the addition of an on-site School Administration Manager (SAM). The SAM Project, originally funded in Kentucky, by the Wallace Foundation, brings together tools, training and strategies to help principals focus more time on instructional leadership. The project goal of the addition of the SAM is to direct a greater percentage of the principal's time to teaching practice, student learning, and school improvement, rather than management responsibilities. The SAM will ensure the principal has the time to get into classrooms and the Curriculum/Instruction Project Director will ensure that the principal has the leadership capacity to change the school into a professional learning community focused on improving teaching and learning.

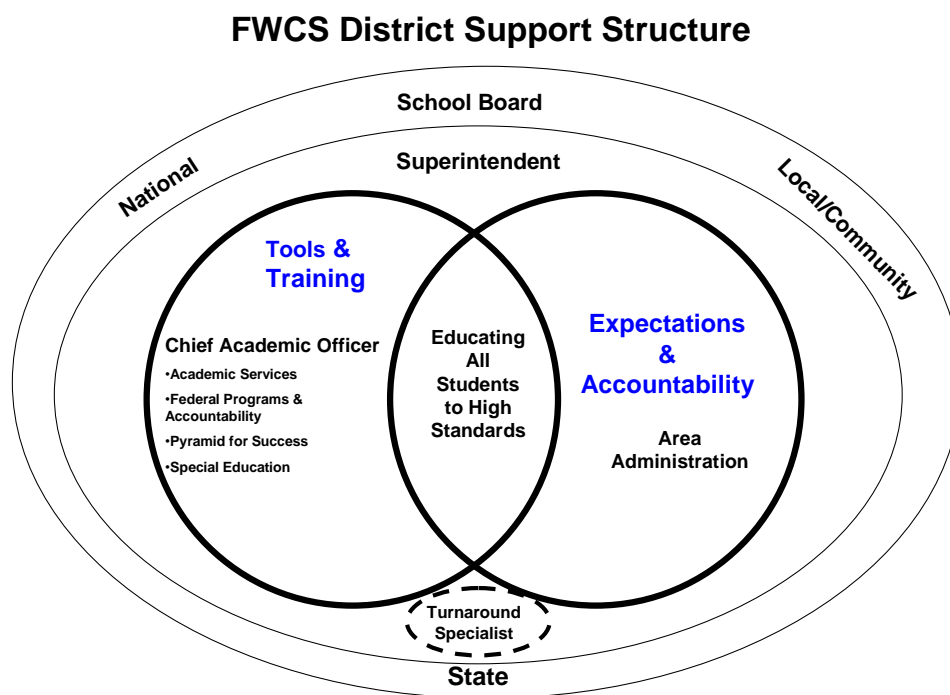
Provide Operational Flexibility and Sustained Support

1. Several school level indicators were identified through the data analysis that led to the selection of the Transformation Model. Wayne as documented above has operational flexibility in staffing – new staff will be hired through a series of interviews and job fairs as documented in a Memorandum of Agreement with the FWEA. Additionally, the changes in student time – first to the seven period day achieved through the Collective Bargaining Agreement between FWCS and FWEA ratified in March 2010, and second through the additional class period and collaboration schedule to be used at Wayne and documented through the staff signed commitment letters. Finally, the Wayne Leadership Team will have sufficient operational flexibility including budgeting.

2. Wayne will receive ongoing intensive technical assistance and support from the LEA as documented through the contracts with Dr. Ardys Morgan of The School Improvement Partnership, Inc. (evidence of effectiveness has been submitted to the IDOE), the Curriculum/Instruction Project Director (job description has been submitted to the IDOE) as well as the FWCS LEAD (Leading Educational Achievement with Distinction) (“LEAD”) Schools Council including Superintendent Dr. Wendy Robinson; High School Area Administrator D. Faye Robbins, Esq.; Middle School Area Administrator Rita Turflinger; Elementary School Area Administrator Dan Bickel; Chief Financial Officer Kathy Friend; Chief Academic Officer Steve Cobb; Chief Operations Officer (position currently vacant); Director of Human Resources Charles Cammack, Jr.; Director of Federal Programs and Accountability John Kline; Director of Pyramid for Success™ Sandy Sunderland-Willis and Director of Technology Jack Byrd.

(2) Describe how the model will create teacher, principal, and student change.

The successful Transformation Model at Wayne will operate within the following support structure:



First, teacher, principal, and student change will occur through a dramatic, strong leadership team including a Principal skilled in relationships (required as two divergent student populations are merged into one), an Assistant Principal with skills in creating safe environments and managing a facility – the facility will go from housing 1,000 students to housing 1,500 including the Director of New Tech – a school within the school, a Curriculum/Instruction Project Director to ensure curricular and instructional changes are in place from the beginning and to build leadership capacity with the curriculum, instruction, assessment feedback loop and the SAM to

ensure the principal is able to focus priorities on improving student achievement while ensuring the demands of managing the school are met.

The dramatic change will be institutionalized through the organization change initiative framed by the Target, Sponsor, Agent concept adapted from “execution – the Discipline of Getting Things Done” by Bossidy and Charan, 2002, and “Managing at the Speed of Change” by Connor, 1993.

Second, the Wayne Leadership Team will maintain a consistent focus on improving instruction. The FWCS Data System to Support Instruction provides some of the framework for this effort. Once the school team is in place (end of June 2010), professional development will be determined (based on staff needs) for August in order to start the school year with strong relationships and clear expectations.

Third, visible improvements in student achievement are expected early in the process. The Wayne Leadership Team (hired for 2010) has the skills to create a safe environment, skills to create schedules for increased time, and the skills to ensure access to resources with a student population that has increased by half. With a Curriculum/Instruction Project Director building capacity for the Curriculum-Instruction-Assessment feedback loop, increases in student achievement are expected by the end of semester one.

Fourth, through the surplus process of the entire staff at Wayne and through the interview process, new job descriptions, and documented commitment, Wayne will be staffed by adults who want to be there to meet the moral purpose to educate all students to high standards.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity.

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
4. The budget is planned at a minimum of \$50,000 and does not exceed 2 million per year per school. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		<ul style="list-style-type: none"> ○ The two schools in FWCS eligible for this funding opportunity are both seeking funding, Wayne High School, with a companion application for Miami Middle School.
6. A clear alignment exists between the goals and interventions model and the funding request. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan

Capacity	Yes	No	District Evidence
<p>7. <i>Principals and staff have the credentials and a demonstrated track record to implement the selected model.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Resumes on file, documenting previous work with improvement approaches ○ Guidelines for improvements for the principal to be completed by October 31, 2010 in order for his contract to be renewed ○ Interview rubric documentation ○ Signed commitment letter for each staff member
<p>8. <i>The district has received the support of parents and community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Schedule of public and school based meetings for LEAD schools. ○ Parent and Community Members meetings for input into the closing of Elmhurst High School and transfer of students to other high schools. ○ Rescheduling of the high school Transfer Application Public Lottery. ○ Meeting with Parents and Community Members to seek input and provide information regarding the progress of the SIG process.
<p>9. <i>The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Board of School Trustees Minutes, beginning in September, 2009 through April 26, 2010. ○ Board of School Trustees Work Session, December 14, 2009; March 2, 2010; March 8, 2010; March 22, 2010
<p>10. <i>The superintendent has committed to eliminating barriers to allow for the full implementation of the selected model.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Cabinet and Board Minutes ○ FWCS/IDOE meetings - December 15, 2009; December 16, 2009; December 17, 2009, January 4, 2010, January 7, 2010, January 29, 2010, February 18, 2010, February 23, 2010, March 23, 2010
<p>11. <i>The teacher's union has committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</i></p> <p><i>Turnaround, Transformation Models</i></p>	X		<ul style="list-style-type: none"> ○ Memorandum of Agreement between the FWCS and the FWEA ○ FWCS/FWEA Joint Communications Committee minutes ○ Schedule for Teacher Evaluation negotiations to be completed by January 2011 for implementation in August 2011.
<p>12. <i>The district has the ability to recruit new principals.</i></p> <p><i>Turnaround, Transformation Models</i></p>	X		<ul style="list-style-type: none"> ○ Two of the five high school principals for FWCS have been hired from outside FWCS.

Capacity	Yes	No	District Evidence
<p>13. <i>The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ The FWCS LEAD Work Plan submitted to the IDOE documents the timeline for the staff changes as well as schedule changes for Wayne High School, Miami Middle School and the other LEAD schools. ○ The Board of School Trustees minutes also document that timeline benchmarks are met.
<p>14. <i>District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</i></p> <p><i>Turnaround, Transformation, Restart Models</i></p>	X		<ul style="list-style-type: none"> ○ Dr. Ardys Morgan has been working with FWCS since August 27, 2009, to facilitate the research, provide expertise with data analysis, and provide guidance with the selection of intervention models. ○ Meetings with the IDOE document the progress.
<p>15. <i>The district demonstrates the ability to align federal, state, and local funding sources with grant activities</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ The FWCS LEAD Schools Work Plan, submitted to the IDOE, April 20, 2010, documents the alignment of federal, state, and local funding sources with the grant activities. ○ The document Three Opportunities, One Plan provided to the IDOE per request on April 20, 2010, illustrates this alignment.
<p>16. <i>The district demonstrates the ability and commitment to increased instructional time.</i></p> <p><i>Turnaround, Transformation Models</i></p>	X		<ul style="list-style-type: none"> ○ The student schedules for FWCS High Schools and Middle Schools, adopted for 2010-11 reflect increased student instructional time. ○ High school student schedules will include a seven period day. ○ Teachers will have increased student contact hours ○ Additionally, the student instructional day will increase by one class period (55 minutes) beyond the regular school day. Student transportation is provided through the FWCS activity bus system.

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in school year 2010-11.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design/ implement school intervention model consistent with federal requirements.	No response needed here as this information is required later in the description of the model selected.
2. The LEA has or will recruit, screen, selects and support appropriate external providers.	<p>In choosing a collaborative partner, FWCS looked at the turnaround/transformation skill set as well as the understanding the collaborative partner had of the overarching district mission. FWCS worked with the Hope Foundation, National Staff Development Council, and The School Improvement Partnership during 2008-09 and 2009-10 to determine the appropriate external provider.</p> <p>Based on data collected during these two years, Dr. Ardys Morgan, President, The School Improvement Partnership, Inc. and the Transformation Specialist selected by FWCS, has had a positive working relationship with FWCS. This relationship includes: completing comprehensive needs assessments; assistance with funding sources; professional development; data analysis; program support; and serving as a critical friend. Dr. Morgan has a thorough understanding of and commitment to Dr. Wendy Robinson and the Board of School Trustees moral purpose: educating all students to high standards.</p> <p><u>Nature of the work:</u> As a Transformation Specialist, Dr. Morgan with Dr. Robinson uses the Mass Insight definition of Turnaround. "Turnaround is a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and b) readies the school for the longer process of transformation into high-performing organizations. Furthermore, FWCS also uses</p>

	<p>the PL221 categories and expects at a minimum Academic Progress or higher.</p> <p>The successful transformation at Wayne High School will operate within a support structure including the Superintendent, Area Administrators, and the Chief Academic Office as diagramed earlier. As detailed, Dr. Morgan will work and report directly to Superintendent Dr. Robinson.</p> <p>The goals for the process in Fort Wayne are two-fold. One, complete a dramatic and comprehensive intervention and transformation at Wayne High School. This will be one focus for Dr. Morgan's work. The second focus will be to facilitate the development of the culture, processes, and products to undergird the transformation of all FWCS schools into high performing organizations using the Indiana Growth Model and AYP.</p> <p>Within the District Support Structure, Dr. Morgan will work directly with the D. Faye Robbins, Esq. Area Administrator for High Schools and with Middle School Area Administrator Rita Turflinger. Furthermore, through close association with Steve Cobb, Chief Academic Officer, Dr. Morgan will help broker resources necessary to make immediate and sustainable improvements.</p> <p><u>Scope of the Work</u> Dr. Morgan as the Transformation Specialist will involve the Superintendent, Area Administrators, and the Chief Academic Officer in all major decisions. All new practices will be aligned or developed considering current district practices and processes to ease transitions for the Leading Educational Achievement with Distinction (LEAD) Schools and the rest of FWCS.</p> <p>Dr. Morgan will provide regular memos and updates to the LEAD Schools Council on progress and any barriers. The LEAD Schools Council includes Superintendent Dr. Wendy Robinson; Chief Academic Officer Steve Cobb; Chief Financial Officer Kathy Friend; Director of Human Resources Charles Cammack, Jr.; Area Administrators D. Faye Robbins, Rita Turflinger, and Dan Bickel; Director of Federal Programs and Accountability John Kline; Director of Pyramid for SuccessTM Sandy Sunderland-Willis; and Director of Technology Systems Jack Byrd.</p> <p>Dr. Morgan with Mr. Cobb will facilitate the documentation of all practices and with Mr. Kline and Mr. Byrd will guide the collection and analysis of data. The goal is to be able to share successes with the rest of the district and serve as a model for 'Closing the Gap High.'</p> <p>A critical step in detailing the scope of the work is determining what to measure, i.e. what student performance data as well as other indicators. First, interim progress and outcomes data will provide evidence of movement to a PL221 category of Academic Progress or higher. Additionally, there is an</p>
--	--

expectation for fewer discipline referrals, improved student and adult attendance, improved standardized test results, and increased student formative evaluations. As Dr. Robinson and Dr. Morgan with the Cabinet started this process in August 2009, the High School Data Analysis and Program Evaluation System is nearing completion. Each year as the High School Study Questions are answered for the appropriate school year, programmatic adjustments will be made.

FWCS High School Data Analysis and Program Evaluation System

HS Study I Questions	Data Collection	Tasks
Did the change of Integrated Math (Algebra) I and II to Algebra increase student achievement on the Algebra End-of-Course Assessment (“ECA”)?	<ul style="list-style-type: none"> ECA scores Course grades ISTEP results Acuity Proficiency Exam 	<ul style="list-style-type: none"> Compare students passing 2007-08 ISTEP to student performance on 2008-09 Algebra ECA Compare students passing 2008-09 Fall ISTEP to student performance on 2009-010 Algebra ECA Compare 2008-09 Algebra ECA results to 2009-10 Algebra ECA by test period Compare grade nine ECA results with teacher grades by teacher for 2008-09 and 2009-10 Compare grade eight ISTEP results with grade eight teacher grades by teacher for 2007-08 and 2008-09 Compare ECA results with the Acuity Proficiency Exam for 2009-10
HS Study II Questions	Data Collection	Tasks
Are AP courses rigorous enough for students to be successful on the AP test? Is the teacher prepared? Is curriculum appropriate? Is New Tech preparing students for more rigorous courses?	<ul style="list-style-type: none"> AP test results AP course grades Advanced course enrollment (IB, SBP, CC, AP) 	<ul style="list-style-type: none"> Compare Advanced Course enrollment over the past 4 years Compare AP test results over the past 4 years Compare AP course grades with AP test results for the last four years Compare the number of students that received Dual-credit over the past 4 years
HS Study III Questions	Data Collection	Tasks
Does New Tech <ul style="list-style-type: none"> have a positive impact of student achievement? 	<ul style="list-style-type: none"> ISTEP CSI Attendance Referrals (include 	<ul style="list-style-type: none"> Compare New Tech student indicators (ISTEP percentage passing, CSI, attendance, and discipline referrals) from 2008-09 8th grade among the disaggregation subgroups.

	Are students participating in New Tech equally distributed among the disaggregation subgroups?	severity) • 8 th grade course grades	<ul style="list-style-type: none"> • Compare 2008-09 grade nine and 2009-10 grade nine indicators (ISTEP, CSI, attendance, and discipline referrals) for all grade nine students. • Compare 2009-10 New Tech student indicators (ISTEP, CSI, attendance, and discipline referrals) to non-New Tech student indicators. 	<p>The goal for Wayne High School is improved student achievement as documented in multiple ways detailed above and an improved PL221 category placement of Academic Progress or higher or grade B by the end of the second year.</p> <p><u>Intensity of Work</u> Dr. Morgan is uniquely positioned to assist in the facilitation of this district reform effort. She has experience working in high poverty schools, a broad-based understanding of local community and school-specific knowledge, and demonstrated ability to work closely with each of the new principals, Area Administrators, Chief Academic Officer, Director of Human Resources, Superintendent of Schools, and the Board of School Trustees.</p> <p>Dr. Morgan will provide FWCS with the process to focus dramatic and comprehensive interventions at Wayne High School. She will provide instructional and operational support directly to the schools. Regularly, she will discuss progress and barriers with Superintendent Dr. Wendy Robinson, Area Administrator D. Faye Robbins, Esq. and the principal. She will deliver direct services or facilitate the delivery of services necessary to improve student achievement and she will ensure the alignment of the Transformation model with the FWCS system. Dr. Morgan will function as a research and development arm for FWCS.</p> <p>Dr. Morgan will have an embedded, consistent, and intense relationship with the school during the transformation period. Wayne High School will have a full time (five days per week) Curriculum/Instruction Project Director that will work directly with the Transformation Specialist.</p> <p>Dr. Morgan will provide direct service to Wayne and is contracted for 150 days for the 2010-2011 school year. Included in this direct service is ongoing contact with Superintendent, additional direct contact with the Area Administrator, constant contact with the Curriculum/Instruction Project Director and direct contact with the building Principal.</p> <p>The Transformation process is not a one time solution but is part of a sustained effort to ultimately eliminate chronic low-performance in FWCS. Through the extension of the process to the LEAD Schools, FWCS will ensure that no child attends a low-performing school. The overarching focus is to build</p>
--	--	--	--	--

	<p>capacity for FWCS personnel for ongoing commitment.</p> <p>The Improvement Approach (illustrated earlier) undergirds the Transformation Model in FWCS allowing the focus on tracking student performance data as well as other indicators. The process provides the foundation system for implementation of the HPHP (high-performing, high-poverty) Readiness Model from Mass Insight including Readiness to Learn, Readiness to Teach, and Readiness to Act defined as follows:</p> <p>Readiness to Learn is focused on the students and creating an environment that allows students to feel secure and inspired to learn. Students bring many outside issues to the classroom; therefore school leaders need to develop strategies and systems to address these issues. The school will foster positive and enduring relationships between the teachers and students to maintain the commitment to learn.</p> <p>Readiness to Teach is based on shared accountability for student results across the staff. The instruction provided will be personalized based on data and flexible based on student needs. Professional development will be provided collaboration, classroom evaluation, training and other best practices.</p> <p>Readiness to Act allows school leaders to make local decisions about how to manage budgets, staff, curricula, and programs. Schools will be relentlessly creative in identifying resources from the community, agencies, parents, and other partnerships to support the students. Schools will be flexible and remain focused on children.</p> <p>Evidence of the proposed partner's effectiveness working with transformation schools. Dr. Morgan has a strong track record with FWCS. Her effectiveness data has been provided to the IDOE. Preliminary ISTEP+ data for 2010 for FWCS indicates substantial growth at grades 3, 4, 5, 6, and 7. Data for grade 8 is not yet available as scoring sheets were sent to the wrong scoring facility. ECA data not yet available.</p> <p>Dr. Morgan has developed a positive working relationship with the FWCS Superintendent, Cabinet, Board of School Trustees, FWEA, and incoming principals. She is establishing community relationships. She has been introduced to the community through Board of School Trustee Meetings and public meetings held in conjunction with the LEAD school process.</p> <p>Dr. Morgan is being held to high performance standards through her contract and will be paid from funding sources outside the grant parameters. Her contract includes 30 days beyond the regular contract of service at no pay, with payment provided after growth goals are met.</p>
--	---

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment B).	
<ul style="list-style-type: none"> ○ <i>For each resource identified, specific ways to align it to the intervention model has been provided.</i> 	<p>Title I, Part A. FWCS, in District Corrective Action, uses 10% set aside used for PD. Part of this funding will pay for summer PD for Wayne teachers prior to receipt of 1003(a) SIG funds.</p> <p>Title II, Part A in conjunction with Title I, Part A . FWCS will use some of these funds to provide high quality professional development for the new staff members at Wayne. This professional development will include the Curriculum, Instruction, and Assessment and the use of data to inform instructional decisions – all directly linked to the SIG activities and aligned with the Transformation Model for Wayne.</p> <p>1003(g) School Improvement Grant – AYP Funds: Wayne High School, including the current principal Carlton Mable, and incoming principal Thomas Smith have been included in the data collection, analysis, and program expectations through their weekly meetings occurring weekly since January 2010. Wayne High School is applying for the 1003(g) funds in order to fund these Transformation Model activities.</p> <p>Title III – Part A – LEP. As FWCS is a Refugee Relocation Site for Burmese refugees these funds are currently being used to meet the needs of this student population. There are no additional funds available.</p> <p>Early Intervention and Reading First Grant Funds – Wayne High School is not eligible for these funds.</p> <p>Title IV – Safe and Drug Free Schools. Wayne High School staff will participate in Positive Behavior Support training. IDEA and ARRA funds will also be used for this training. This training is specifically designed to address the disproportionally evident in the discipline referrals at Wayne.</p>
<ul style="list-style-type: none"> ○ <i>Multiple financial and non-financial resources have been identified and describe how they would align to the model.</i> 	<p>Wallace Foundation. The Wallace Foundation has approved the reallocation of funds for summer professional development concentrating on the development of Professional Learning Communities at Wayne and Miami as they work to create a collaborative environment with a significant portion of new staff members. Data documented on Worksheet #2 clearly indicate the need for additional training in PLCs.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
<p><i>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</i></p>	<p>Minutes of the FWCS Board of School Trustees, the MOA between FWCS and FWEA regarding staffing of Wayne High School, the surplus of all staff (Board minutes, newspaper) and the Collective Bargaining Agreement between FWCS and FWEA ratified March 2010 all provide evidence that policies and practices have been modified for Wayne High School. The MOA includes annual evaluations for all staff.</p> <p>Superintendent Dr. Wendy Robinson designated Dr. Ardys Morgan to work with the FWEA on the evaluation system that will include four rating categories. The agreement will be reached by January 2011. The evaluation system includes the new processes from the IDOE and links to the designations embedded in Race to the Top. This evaluation system clearly is not business as usual and marks a distinct and substantial change in the teacher and principal evaluation process. The teacher evaluation system includes specific steps for teachers not achieving effective or highly effective designations. Teachers not meeting these benchmarks will have structured, differentiated opportunities for support. If improvement is not documented through changes in data, then the system for dismissal is very specific.</p> <p>Additionally, Principal designee Tommy Smith has a performance contract with specific benchmarks to be met by October 31, 2010 in order for the contract to be renewed. The Director of New Tech at Wayne will be held to the same standards. This is a significant departure from business as usual.</p>
<p><i>b) Staff evaluation process includes at least annual observations for teachers and leaders and is at least 51% based on school and/or student performance.</i></p>	<p>The MOA between FWCS and FWEA signed in March 2009 includes annual evaluations for all staff a substantial departure from business as usual.</p> <p>Superintendent Dr. Wendy Robinson has designated Dr. Ardys Morgan to work with FWEA on the evaluation system that will include at least 51% based on school and/or student performance. The agreement will be reached by January 2011.</p> <p>The critical issue facing FWCS as this process is the lack of trend data for the high school as the assessment type and schedule has changed. The data to be used for the evaluation system is being determined through work with an independent contractor detailed later.</p> <p>New Tech@ Wayne as a school within a school will be held to the same standards.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
c) <i>Clear dismissal pathway for ineffective teachers and principals.</i>	With 51% of the annual evaluation based on school and/or student performance, the current dialogue revolves around the definition of ‘opportunities provided to improve.’ It is understood from the FWCS/FWEA Collective Bargaining Agreement and the MOA, the process for dismissal of ineffective teachers and principals is clear. What remains to be negotiated are the specific steps provided for improvement and the benchmarks used to document effective and ineffective performance.
d) <i>Flexibility has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</i>	<p>The Wayne High School and Miami Middle School principals (SIG applicants) for 2010-11 received training on how to interview staff for 2010-11 as the current staff will be surplus. The principals did not hire in isolation as a team of trained administrators participated in each interview using interview questions and rubrics completed for the process, a substantial departure from business as usual.</p> <p>Through the hiring process less than 50% of staff will return. If highly qualified applicants are not available within the pool of applicants from FWCS then a system is in place to interview candidates from outside FWCS during August. That system (mutually agreed to by FWCS and FWEA) includes a series of Job Fairs and interview opportunities. These have been published and are available for review. All surplus teachers (and any other interested FWCS staff) had the opportunity to participate in interview training in order to understand what the new expectations were. All teachers have received the new job descriptions and a copy of the commitment letters. These steps were a substantial departure from business as usual.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
e) <i>Appropriate amount of instructional time added (if required by the model).</i>	<p>The minutes of the FWCS Board of School Trustees and the Collective Bargaining Agreement between FWCS and FWEA document the increased instructional time within the regular school day of 7.6%.</p> <p>Increased instructional time beyond the school day is documented in the LEAD Work Plan and the MOA for an increase in instructional time of 14%.</p>

5. Sustain the model after the funding period ends.	
<i>a) Continuous measurement of effectiveness of model's implementation provided.</i>	<p>The description of the Data System to Support Instruction details how the effectiveness of the model will be determined. The System is being embedded into FWCS and will be used routinely to determine mid course corrections to adapt implementation. Built into the systems is a series of fidelity checks.</p> <p>Furthermore, through extensive training through the Darden School of Business, FWCS has instituted a Balanced Scorecard (BSC). Embedded in the BSC, reported quarterly to the FWCS Board, are the data points from the Early Identification System and the Data System to Support Instruction.</p>
<i>b) Based on measurement, routinely adapts implementation to increase fidelity.</i>	<p>Built into the systems is a series of fidelity checks. These fidelity checks include the use of CBAM (Concerns Based Adoption Model) and feedback from the -instructional coaches, and the job-embedded professional development.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<i>c) Provides detailed description of availability of funding, staff, and other resources to continue the intervention after funding ends.</i>	<p>Due to changes in funding allocations, the FWCS is undergoing a multi-year process of reorganization including the closing of some schools. For the 2010-11 school year Elmhurst High School and Pleasant Center Elementary School will be closed. Additional reorganization and closings are anticipated for the 2011-12 school year.</p> <p>After the three year grant period, the Transformation Specialist and the Curriculum/Instruction Project Director will no longer be needed as the program is designed to build leadership capacity.</p> <p>Additionally, the full time SAM will be able to assume some other responsibilities in the building and will be required for SAM work as part of other responsibilities.</p> <p>As the PLC becomes stronger and certificated staff capacity is increased to use data to inform instruction, all three Instructional Coaches (data, literacy, mathematics) may not be needed. It is anticipated that this responsibility will be altered to a more general Instructional Coach and will be one or two people based on building size.</p> <p>Technology for project based learning, including the wireless cart, updated labs, and art/music mini labs, will have been updated and will no longer be a line item. However, of concern is the rapid pace at which technology becomes outdated.</p>

	<p>Professional Development required to build a PLC from all new staff will also no longer be needed. However, it is anticipated that as skills increase, the need for other types of professional development will also increase.</p> <p>As the teacher evaluation process moves from Wayne and Miami as SIG schools to the remaining LEAD Schools and then to the rest of FWCS, it is anticipated that changes in compensation schedule will be the next logical step.</p>
--	--

E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ Instructions:

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) Complete the table for only the model that the school will implement.
- 5) If the improvement model will not be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

☐ We will implement this model. ☒ We will not implement this model - move to next model.

Transformation Model

(Guidance Document, Section E, pages 22-27)

☒ We will implement this model. ☐ We will not implement this model – move to next model.

The Transformation Model at Wayne, designed to improve student achievement, will include support for building leadership, an annual evaluation system taking into account data on student growth, support to improve core instruction, support to improve teacher effectiveness, increased learning time for students, and rewards and incentives for staff.

Leadership support will include but not be limited to: 1) a Curriculum/Instruction Project Director to build principal capacity for instructional leadership; and 2) a School Administration Management system based on the Wallace funded SAM project.

The annual evaluation system will be linked to student growth including the Indiana Growth Model as appropriate as well as other data. Within this system will be professional development designed to provide multiple opportunities for teachers to improve.

Support to improve core instruction includes but is not limited to updated technology to provide student access to the tools to support 21st Century skills and project based learning activities.

Support to improve teacher effectiveness includes but is not limited to: 1) a Curriculum/ Instruction Project Director supporting and coordinating efforts of the Pyramid for SuccessTM Coordinator and all building instructional coaches; 2) updated technology to provide teacher access to data to inform instructional decisions; 3) two building based certified permanent substitute teachers to provide time for classroom teachers just in time feedback to impact instruction, 4) formative and frequent common assessments to inform differentiation.

Increased student learning time includes the additional minutes within the regular school day and the increased class period after the end of the regular school day. This time will 1) provide struggling learners with additional time and opportunities for learning; 2) provide additional time including access to courses for high school credit (world language and advanced mathematics) for high ability students; 3) provide access to Art and Music for students not able to schedule those classes during the regular school day or for students seeking additional creative experiences; and 4) provide additional time for learning for students identified as Special Education.

Rewards and incentives for certified staff include: \$3,000 per teacher at the end of the three year grant period, \$1,500 at the end of each year for doing ‘whatever it takes’ to meet student needs, and the contracted hourly rate for the hour class period at the end of the regular school day at approximately \$12,000 per teacher.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<p>The principal who led Wayne prior to the implementation of the Transformation Model is no longer employed by FWCS. Beginning in 2010-11 Wayne will be reorganized due to the closure of Elmhurst High School, with 1/3 of the students new and the enrollment growing from the current 1,000 students to 1,500 students. At least 51% of the staff of Wayne will be new.</p> <p>As is documented in the research literature, the closing of a high school creates a significant emotional void for a community. In searching for a principal for Wayne, the FWCS Board of School Trustees considered the skill set required to build a sense of community, ‘belonging,’ for the students, families, and staff that will be new to Wayne.</p> <p>Considerations for principal assignment for Wayne included but was not limited to; culture of Wayne and Elmhurst, community served by the school, instructional leadership strengths and weaknesses, data analysis strengths and weaknesses, ability to create a collaborative environment and parent and community support.</p> <p>The principal opening was posted internally from 12/19/09 to 1/29/10 and the Assistant Principal jobs posted from 1/7/10 to 1/11/10. All postings were also sent to Indiana University, St. Francis University, Indiana University-Purdue University Fort Wayne, Ball State University, Purdue University, Indiana Wesley University, Notre Dame University, Indiana State, and the Indiana Department of Education.</p> <p>For the 2010-11 school year, Thomas Smith will be the principal, his appointment was made by the FWCS Board of School Trustees after a search and thorough review of the skills required. Mr. Smith has the needed skills set to build community as documented through an independent evaluation. These strengths include 1) creating a school where routines are in place to ensure very good student behavior, providing a safe and secure environment</p>	Superintendent	Completed

	that is conducive to learning; 2) putting programs in place to ensure cohorts experience a flexible curriculum aligned to the needs of the student population; and 3) building relationships between staff and students that are exceptionally positive and setting a context for learning. Mr. Smith has specific targets to be met by October 31 in order for his contract to be renewed.		
Elements	Tasks	Lead Person/ Position	Time Period (month)
2. <i>Use evaluation systems for teachers and principals that considers student growth, assessments; developed with teacher/principal involvement.</i>	<p>The MOA between FWCS and FWEA signed in March 2010 includes annual evaluations for all staff.</p> <p>Superintendent Dr. Wendy Robinson has designated Dr. Ardys Morgan to work with FWEA on the evaluation system. The agreement will be reached by January 2011. The rating system will include four categories and will include at least 51% based on school and/or student performance.</p> <p>Teacher input into the process is through the FWEA. Principal input is through FWAPA.</p>	<p>Chief Academic Officer</p> <p>Transformation Specialist</p> <p>FWEA</p>	Completed January 2011, implemented August 2011
3. <i>Reward school leaders, teachers, staff who, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	<p>The principal and teachers involved in improving student achievement based on the performance criteria identified in this proposal and contingent upon funding will receive \$1,500 per year when student achievement targets are met and an additional \$3,000 at the end of the third year of the program when student achievement targets are met. The performance criteria will include increased student achievement and high school graduation rates.</p> <p>Classified staff involved in the process will receive \$500 per year for each year targets are met.</p> <p>Staff teaching in the extended day will receive the contracted hourly rate of approximately \$12,000 per teacher per year for 180 hours.</p> <p>The evaluation of teachers includes the designation of effective and highly effective and a process for the removal of teachers who after ample opportunities have been provided for them to improve their professional</p>	<p>Superintendent</p> <p>Chief Financial Officer</p>	Begin July 1, 2010 through June 2013

	practice, have not done so.		
4. <i>Provide high quality, job-embedded professional development.</i>	<p>The professional development model includes weekly high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with the school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. The initial time frame for summer professional development has been scheduled for August 2010.</p> <p>Multiple approaches to job embedded professional development are part of the effort to align curriculum, instruction, and assessment. One facet of professional development is to facilitate just-in-time feedback from Instructional Coaches for teachers. Two licensed permanent building based substitutes who know the building routines and procedures will be available every day to step seamlessly into classroom while the teacher is involved in short instructional feedback opportunities. This procedure will be especially helpful in working with staff members needed additional opportunities to improve as part of the annual teacher evaluation system.</p> <p>While topics for professional development have been determined and the first sessions are planned the principals are responsible for identifying additional professional development based on student and staff data. Additionally, professional development will include the Learning Connection to access effective practices; on demand professional development and a tracking tool; a help desk for educators to understand Indiana's Growth Model and curriculum maps for the Common Core Standards.</p>	<p>Chief Academic Officer</p> <p>Area Administrators</p> <p>Transformation Specialist</p> <p>Principals</p>	August 1, 2010 to June 10, 2013
Elements	Tasks	Lead Person/Position	Time Period (month)
5. <i>Implement strategies to recruit, place, and retain staff (financial</i>	<p>Financial incentives were described above in #3.</p> <p>Flexible work time includes staff determined collaboration time, and flexibility for some staff and students through the 8th period in the extended day.</p>	<p>Chief Financial Officer</p> <p>Chief</p>	August 1, 2010 to June 10, 2013

<i>incentives, promotion, career growth, flexible work time).</i>	Career growth is provided through professional development, the Lead Teacher process and the Instructional Coaching opportunities.	Academic Officer	
Elements	Tasks	Lead Person/ Position	Time Period (month)
6. <i>Provide increased learning time for students and staff.</i>	<p>Increased learning time for staff is through the Collaboration time, job-embedded professional development, and summer professional development.</p> <p>Increased learning time for students includes going from the current 71,100 minutes to 76,500 minutes for 2010-11, an increase of 5,400 minutes through the change to a seven period day (increase of 7.6%).</p> <p>The second opportunity to increase learning time is through the extended day for 2010 of one 55 minute class period for an additional 9,900 minutes providing an additional increase in instructional time of 14%.</p> <p>The total increase in student instructional time with the new schedule and extended day is equivalent to an additional 39 instructional days.</p> <p>Students identified as at risk will be required to participate in the extended day based on their Individual Academic Plan described earlier.</p> <p>All staff will participate in weekly collaboration time embedded into the school day.</p>	<p>Board of School Trustees</p> <p>Agreement with FWEA</p>	Completed
7. <i>Use data to implement an aligned instructional program.</i>	<p>FWCS and Wayne High School will use data through the Early Identification System and the Data Reporting System as well as the BSC to identify and implement an instructional program that is research-based and vertically aligned. Wayne will use the IDOE Master Maps (in development under the direction of Dr. Schauna Findlay, IDOE) to ensure alignment with the Common Core Standards.</p> <p>Through the Assessment Suite and use of the Improvement Approach (detailed above) FWCS will ensure an aligned instructional program.</p>	<p>Chief Academic Officer</p> <p>Director of Federal Programs and Accountability</p>	August 1, 2010

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>Classroom teachers will use data from diagnostic assessments, such as Acuity English, Acuity Algebra to collect and analyze data regarding student performance relative to Indiana's Common Core Standards. Teachers will develop frequent common assessments to monitor student learning and differentiate instruction.</p> <p>Teachers are expected to collaborate on and differentiate instruction in order to meet the academic needs of all students.</p> <p>FWCS has developed an Early Identification System and four step Data System to Support Instruction including: Report 1: State Accountability Indicators; Report 2: Expectations and Instruction; Report 3: Culture, Climate, and Learning Environment – all of these reports provide data with a school view including drill down to grades, class, subgroups, teachers. Finally, Report 4: Equity of Opportunity Report – Superintendent's View provides the district view with drill down to areas and schools.</p> <p>Additionally, in order to have growth data for students Wayne will purchase additional formative assessments for English, mathematics, science and social studies. Wayne will work with growth model research specialist Therese Rooney to develop a high school growth model. This is a substantial departure from business as usual.</p>	<p>Chief Academic Office</p> <p>Director of Federal Programs and Accountability</p> <p>Director of Technology</p>	<p>The programs, systems, and processes were developed during 2009-10 and are in place.</p> <p>The growth model will be developed once funding is received with baseline data collected in 2010-11.</p>
9. <i>Provide mechanisms for family and community engagement.</i>	<p>First Wayne will have an organized parent group made up of Wayne and Elmhurst parents.</p> <p>Quarterly public meetings will be held to inform families and communities about progress in attaining SIG goals.</p> <p>Family and community members will serve as full participants of the School Improvement Team.</p> <p>Parent Surveys will be distributed (based on the Concerns Based Adoption Model concept) to determine needs for parenting forums.</p>	<p>Director of Federal Programs and Accountability</p>	<p>October 1, 2010</p>

	Required training for adult care givers of students identified as at risk will be offered in duplicate after school and in the evening in order to accommodate adult schedules. Several community organizations will assist with these meetings. These efforts are coordinated by Dr. Charles Green and Dr. C. Todd Cummings. These required meetings – six times per year – are a substantial departure from business as usual.		
--	--	--	--

Elements	Tasks	Lead Person/ Position	Time Period (month)
<i>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	Wayne has the operational flexibility to hire staff without the constraints of the Collective Bargaining Agreement as explained in the MOA. Additionally staff will have some flexibility in determining the content of the extended learning class period, determine the type, amount, and content of collaboration, and has some flexibility over budget within the guidelines of the SIG grant.	Director of Federal Programs and Accountability	April 1, 2010
<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	The FWCS is providing ongoing, intensive technical assistance and support through the Transformation Specialist, Dr. Ardys Morgan. She is currently working with Area Administrators and the incoming SIG principals. Dr. Morgan reporting directly to Superintendent Dr. Wendy Robinson is charged with brokering the necessary resources with the Chief Academic Officer and the Director of Federal Programs and Accountability to ensure success.	Superintendent	Ongoing

➤ *If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.*

The principal who led the Wayne High School prior to the implementation of the Transformation Model is no longer employed by the FWCS. The current principal, in his second year at Wayne High School will move to a different high needs school where his skill set is needed.

Wayne High School beginning in 2010-11 will be reorganized due to the closure of Elmhurst High School, approximately 1/3 of the students will be new and the enrollment will grow from the current 1000 students to 1500 students. Additionally, at least 50% of the staff of Wayne High School will be new.

As is documented in the research literature, the closing of a high school creates a significant emotional void for a community. In searching for a principal for Wayne, the FWCS Board of School Trustees considered the skill set required to build a sense of community, 'belonging,' for the students, families, and staff that will be new to Wayne.

The principal opening was posted internally from December 19, 2009 to 1/29/10 and the Assistant Principal jobs posted from 1/7/10 to 1/11/10. All postings were also sent to Indiana University, St. Francis University, Indiana University-Purdue University Fort Wayne, Ball State University, Purdue University, Indiana Wesley University, Notre Dame University, Indiana State, and the Indiana Department of Education.

For the 2010-11 school year, Thomas Smith will be the principal, his appointment was made by the FWCS Board of School Trustees after a search and thorough review of the skills required. Mr. Smith has the needed skills set to build community as documented through an independent evaluation. These strengths include 1) creating a school where routines are in place to ensure very good student behavior, providing a safe and secure environment that is conducive to learning; 2) putting programs in place to ensure cohorts experience a flexible curriculum aligned to the needs of the student population; and 3) building relationships between staff and students that are exceptionally positive and setting a context for learning. Mr. Smith has specific targets that must be met by October 31 in order for his contract to be renewed. Addition benchmarks are January 31, April 15, and June 15, 2011.

Mr. Smith will receive direct support through the School Administration Manager (SAM), the Curriculum/Instruction Project Director, and Dr. Ardys Morgan, Transformation Specialist. It is expected that Mr. Smith will rapidly build capacity to be an instructional leader. Changes in behavior will be documented through the SAM technology and changes in expertise will be documented by the Area Administrator.

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2010-2011 school year.	X	

Restart Model

(Guidance Document, Section C, pages 19-20)

☐ We will implement this model. ☒ We will not implement this model – move to next model.

School Closure

(Guidance Document, Section D, pages 21-22)

☐ We will implement this model. ☒ We will not implement this model – do not complete.

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data <i>(most recent available data that corresponds to the proposed goals)</i>	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	<i>75% of all students are proficient on ISTEP+ mathematics</i>	<i>85% of all students are proficient on ISTEP+ mathematics</i>	<i>95% of all students are proficient on ISTEP+ mathematics</i>
Baseline data is not yet available – goals will be determined once ECA data for English 10 are received. Therefore, an additional English goal will be based on SAT 2008 SAT Critical Reading score 439	ECA English 10: TBD SAT Critical Reading - 444	ECA English 10: TBD SAT Critical Reading - 449	ECA English 10: TBD SAT Critical Reading - 454
Baseline data is not yet available – goals will be determined once ECA data for Algebra I are received. Therefore, an additional Mathematics goal will be based on SAT 2008 SAT Mathematics 444	ECA Algebra I: TBD SAT Mathematics 449	ECA Algebra I: TBD SAT Mathematics 454	ECA Algebra I: TBD SAT Mathematics 459
78.3% of students graduate in 4 years or less	82% of students graduate in 4 years or less	86% of students graduate in 4 years or less	90% of students graduate in 4 years or less

➤ **Complete “LEA Application: General Information” if have not already done so.**

Section II: Budget

Instructions:

- 1) *Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.*
- 2) *Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.*
- 3) *The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.*
Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.
- 4) *Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)*

Title II, Part A in conjunction with Title I, Part A. FWCS will modify the use of these funds to provide high quality professional development for the new staff members at the 11 LEAD schools of which Wayne High School is a participant. This professional development will include the Curriculum, Instruction, and Assessment feedback loop and the use of data to inform instructional decisions – all directly linked to the SIG activities and aligned with the Transformation Model for Wayne.

1003(g) School Improvement Grant – AYP Funds: Wayne High School, including the current principal Carlton Mable, and incoming principal Thomas Smith have been included in the data collection, analysis, and program expectations through their weekly LEAD principals meetings occurring weekly since January 2010. Wayne High School is applying for the 1003(g) funds in order to fund these Transformation Model activities.

Title III – Part A – LEP. As FWCS is a Refugee Relocation Site for Burmese refugees these funds are currently all being used to meet the needs of this student population. There are no additional funds available for Wayne High School.

Early Intervention and Reading First Grant Funds – Wayne High School is not eligible for these funds.

Title IV – Safe and Drug Free Schools. Wayne High School staff will participate in Positive Behavior Support training. IDEA and ARRA funds will also be used for this training. This training is specifically designed to address the disproportionally evident in the discipline referrals at Wayne.

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>None</i> of the elements of the selected intervention model are described. ○ The descriptions of how the elements will be or have been implemented are <i>not included</i>. ○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. ○ <i>No or little</i> engagement has occurred with the school community. 	<ul style="list-style-type: none"> ○ <i>Some</i> of the elements of the selected intervention model are described. ○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>. ○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. ○ <i>Some</i> of the school community has been engaged in the progress and in providing input. 	<ul style="list-style-type: none"> ○ <i>All</i> the elements of the selected intervention model are included. ○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. ○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. ○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model. ○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.

<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.
--	---	--

*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified. ○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model. 	<ul style="list-style-type: none"> ○ <i>Limited</i> financial and non-financial resources have been identified. ○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided. 	<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified. ○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.

*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation <i>does not</i> differentiate performance across categories. ○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance. ○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals. ○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Very limited or no</i> additional instructional time added. 	<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective). ○ The principal and teacher evaluation processes includes a <i>few</i> observations and is <i>less than 51%</i> based on school and/or student performance. ○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals. ○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. ○ <i>Some</i> instructional time added (if required by the model). 	<ul style="list-style-type: none"> ➤ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). ○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance. ○ Clear dismissal pathway for ineffective teachers and principals. ○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Appropriate</i> amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>never or rarely</i> adapts implementation ○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Some</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity. ○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Continuous</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity. ○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant